Directions for Using Historical and Pedagogical Experience to Improve Language Learning in a Post-Pandemic Society

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Abstract: In the present times of globalization, the issues of a high level of proficiency in foreign languages are especially relevant in the context of the significant need for specialists capable of working in an international environment. Foreign language proficiency is a significant condition for establishing and maintaining international business contacts, intensifying professional interaction with foreign colleagues. According to the Bologna Convention, knowledge of foreign languages is an important component of today's mobility of students, teachers and scientists in the context of access to education, innovative research and teaching opportunities in the postmodern European space. All these factors justify the economic value of a knowledge of foreign languages and become one of the key components of the professional competence of future specialists in the postmodern space. Competitiveness of specialists is directly dependent on the ability to process professional foreign literature, as well as on the usefulness of the ability to listen to lecture material and reports in a foreign language during conferences, round tables and seminars; from the ability to take part in an idiosyncratic conversation on professional and business topics; as well as the ability to search for new information on the Internet or in theoretical scientific sources of the world level; from the ability to prepare and conduct a presentation on a selected topic in postmodern society.

Keywords: *professional potential, language proficiency, communicative approach, communicative competence, educational policy, historical and pedagogical experience, postmodern society.*

How to cite: Mukan, N., Havryliuk, M., Levko, M., Kobryn, N., & Zapotichna, M. (2021). Directions for Using Historical and Pedagogical Experience to Improve Language Learning in a Post-Pandemic Society. *Postmodern Openings*, 12(4), 316-327. <https://doi.org/10.18662/po/12.4/378>

1. Introduction

Today, the following areas are considered the main principles of state policy in the field of education: ensuring optimal interaction between the spheres of science, education and professional production in the process of developing international cooperation in the field of supporting internal entrepreneurship. General vocational training in a technical higher educational institution is determined by the volume, structure and dynamism of the educational material that a student of physical culture needs for professional development in contemporary conditions. A foreign language is included in this complex as an organic component of the process in postmodern society.

As the analysis of scientific works on the problem of the effectiveness of learning foreign languages in physical culture educational institutions shows, various factors have a powerful impact on the process of successful language acquisition: general pedagogical, methodological, individually psychological, psychophysiological, social (Schukin, 2020).

The problem of the formation of a person's speech competencies, his professional speech in a foreign language as a component of intercultural communication is very relevant, given the processes of globalization, the development of statehood and economic reform in the direction of international integration, the development of international relations, the restructuring in the field of education, the transformation of approaches in teaching students. This requires from the student a high educational level, information culture, developed communicative and professional potential, readiness for speech interaction. This means that in situations of professional communication, a student must listen, understand the professional speech of a foreign partner, navigate the acquired information, negotiate and convince in favor of his cause. Therefore, it is relevant and important in experimental work on the formation of students' professional speech skills to determine the methods and techniques that are most effective for the development of students' professional speech as a component of European intercultural communication in the context of the language training of future specialists (Sherman et al., 2018).

Teaching a business foreign language attracts special attention in the process of training highly qualified specialists in the context of European integration and globalization. The discipline "foreign language" has significant differences from other academic disciplines, since the main place in the process of studying it is occupied by the implementation of a practical goal, in the process of achieving which they implement other tasks. In

addition, the practical goal in training foreign language cadets in the military-industrial complex of Ukraine in the physical profile is to build communicative competence, the ability to communicate with representatives of the country whose language they are studying (Rainsbury, 2002).

The use of language, including its study, includes actions performed by individuals, in the role of individual individuals or social agents, they develop a number of competencies, both general and - especially communicative speech competencies. Formed competences are used as needed in different contexts depending on different conditions and different needs for the implementation of various types of speech activities, which include speech production processes and / or perception of texts related to certain topics in specific areas. By the concept of speech competence, we mean foreign language speech competence or communicative speech competence, that is, the ability of students to communicate in a foreign language. The principle of teaching speech in the context of communication underlies the communicative approach (Kotova, 2016).

The formation of the professional language competence of students requires qualitative and quantitative changes in the context of the methods, content and structure of learning a foreign language for their future profession, and also encourages scientists, linguists and technologists to intensify scientific research. The transition from language as a “combination of grammatical and lexical knowledge” to its practical use by specialists of various profiles is argued as the main problem-communicative teaching method based on the orientation towards professional communication in postmodern society.

Professional linguistic competence of future physical culture specialists is an obligatory component of professional training and is a full-fledged personal resource that makes it possible to effectively interact in using a foreign language to fulfil professional tasks. The problem arises of increasing the effectiveness of teaching a foreign language, which can be achieved by using productive ideas of historical and pedagogical experience to improve foreign language training of future specialists in the physical culture industry in postmodern society.

2. Methods of improving language competences in today's postmodern society

Today higher education defines new requirements for the professional training of future specialists, whose competitiveness depends not only on deep professional knowledge and the ability to apply them flexibly, but also on the readiness to solve professional problems in a foreign

language communication, the ability to integrate into the European educational space. However, the state of vocational education is not fully coordinated with the increased needs for the level of competence of workers, in particular the maritime profile. This situation is caused by both external and intra-industry problems. The rapid aging of the content of education and methodological support, material and technical base, the transformation of requirements for graduates, periodic changes in the organizational and regulatory aspects of the education system significantly complicate the achievement of a high level of qualification of employees. Taking this into account, the problem of training seafarers to perform professional functions becomes urgent (Negara, 2018).

Especially important in this case is a professionally oriented and communicative approach to teaching foreign languages in higher educational institutions. These approaches provide for the formation of students' skills in foreign language communication in specific professional, business, scientific areas and situations, taking into account the peculiarities of professional thinking. At different stages of work, a complex of scientific methods of pedagogical research is used: analysis, comparison, generalization of scientific information, the method of theoretical analysis and synthesis at the stages of studying the goal, subject, hypothesis, research tasks, a modeling method for developing a model for the formation of students' speech competencies, purposeful observation, analysis products of educational and cognitive activities of students, self-assessment and assessment of the level of formation of speech competencies, pedagogical experiment (finding out and formative) and generalization of its results using methods of statistical processing of scientific data (Zichermann & Cunningham, 2011).

The level of a person's professional linguistic competence can be interpreted as one of the main indicators of a specialist's success in a postmodern society in the process of training the latter in a higher educational institution. The willingness of students of physical culture to learn a foreign language in the specialty is distinguished by a system of personality abilities, namely: the ability to self-identify oneself in the context of improving knowledge of a foreign language, as well as understanding the identity, customs and culture of other countries and nationalities, the ability to communicate with foreign specialists personally, without an interpreter, the ability to continue studying abroad, the ability to use knowledge of a foreign language language in practice, communicating with foreign colleagues. The essence of the communicative approach to teaching foreign languages lies in the fact that the educational process is aimed at developing

practical language skills as a means of communication in various real life situations, therefore, the formation of foreign language speech skills and abilities occurs due to the implementation of an individual's foreign language 8 speech activity. This approach was determined as a result of understanding the scientific achievements in the field of linguistics, in particular communicative linguistics, psychology and activity theory, which was reflected in works on psychology and methods of teaching foreign languages. A characteristic feature of the contemporary stage of learning development is the requirement to integrate various components of learning objectives to achieve basic competencies, which can only be formed by the joint efforts of all subject teachers and the students themselves. According to the European recommendations of the Council of Europe, the goal is not just to study any language, but to communicate freely in this language, that is, to form students' foreign language communicative competence (Stupina, 2019).

The process of learning a foreign language should start taking into account their initial level of knowledge in accordance with the principle "from simple to complex", and it is better to develop an algorithm for their student activities in the mode of communication "teacher / audio and multimedia - student", "student - student". The postmodern methodology of teaching foreign languages is a flexible information and learning environment. A contemporary approach to finding the optimal and effective methodology for teaching foreign languages in a non-linguistic institution of higher education is to combine traditional and intensive teaching methods. With the active use of contemporary pedagogical technologies in the process of teaching a foreign language, students of different specialties achieve a positive result in the assimilation and use of a foreign language by future specialists in their professional field in postmodern Society (Lange, 2014).

A necessary component of such training is humanitarian training, in particular foreign language communicative, by means of which a postmodern physical worker can successfully operate in the international professional space, adapt to a permanently created multiethnic environment. Particular attention should be focused on the theoretical aspects of the issue of providing professional language training in higher education. The study of scientific works and their own pedagogical experience serve as the basis for the systematization of didactic and methodological prerequisites for the formation of students of a foreign language professionally oriented communicative competence through Internet resources, the use of which allows (Smirnova-Tribulska, 2018):

1) a significant amount of available and reliable sources of professional theoretical information, and a wide range of digital educational services. The interactive nature of the large number of virtual educational services, what affects the intensification of the process of learning a foreign language;

2) creating an environment in the context of joint language projects, exchanging information, ideas, plans, applying authentic activity situations related to cooperation, searching and transmitting professional information in a foreign language, which helps to increase students' motivation and interest in a foreign language as an instrument of knowledge of native speakers this language;

3) the use of various forms of classroom and extracurricular work - individual, paired, group through a search activity in the network; analysis of the received professional information with the help of students' self-reflection helps to organize joint research work, quickly exchange information and form communication skills (Sizanov, Poplavsky, 2018).

The structure of communicative competence includes: speech competence (listening, speaking, reading, writing); linguistic competence (lexical, phonetic, spelling knowledge); discursive competence; sociocultural and sociolinguistic competence; strategic competence. The student must be able to carry out oral communication, understand various information by ear, logically structure and convey his statements, choose effective strategies for solving any problem. The main factors influencing the formation of students' communicative competence are professional orientation, humanistic communication style, orientation towards communicative culture as a professional value (Demchenko, 2020).

The disadvantages of the above can be attributed to the integration confusion that arises as a result of mastering the assigned tasks, as well as the complexity of the formed training programs. The specifics of teaching in the physical culture profile of air defense is that, besides purely professional skills, future specialists in the physical culture industry should be knowledgeable in all areas of life. During swimming, such needs may arise, for example, providing emergency medical care, solving socio-cultural problems and overcoming speech barriers that arise when crew members from different countries interact. We are talking about a variety of situations that threaten the health and / or life of people and require immediate decision-making in Postmodern Society.

The dual form of education in higher and vocational higher education institutions provides for education through a combination of training of persons in educational institutions with training at workplaces

(even with payment) at enterprises, institutions and organizations for the acquisition of a certain qualification on the basis of an agreement (Abella, 2015).

The aim of introducing the dual form of education is to improve the quality of professional training of educational applicants. Educational institutions make a decision on the introduction of a dual form of education based on labor market research. They will also be able to conclude a list of educational programs for which dual training is appropriate. Dual business entities and educational applicants will also be able to initiate dual training (Frolova & Barsuk, 2018).

This is the case when both an educational institution and an enterprise (institution, organization) take part in the training of young specialists. The essence of such a system is the close interaction of enterprises and educational institutions based on social partnership, where both parties are equal partners, develop and coordinate the educational process, and monitoring its results (Cherny, 2019).

Traditionally, in the study of styles of pedagogical communication, the main focus is on their operational structure: interpersonal actions, communication methods and techniques, methods of pedagogical influence. In communication with students, any teacher appears not only as a bearer of a certain social role, but also as an integral distinctive personality with its inherent qualities, needs, and individual characteristics of the motivational-value sphere. The teacher must have organizational abilities, only a highly organized person can effectively and consistently complete the tasks outlined by the curriculum and manage the activities of students (Sauermann & Roach, 2012).

One of the main qualities of a teacher is his methodological competence. The teacher should be competent in matters of the methodology of teaching a foreign language in the professional field, in order to expediently plan the formation of practical knowledge and skills of students, taking into account the degree of training, educational content, the level of knowledge of a foreign language by students of a certain group, and their sphere of interests. Facilitator, whose task is to focus and stimulate an independent process of searching for information, to jointly solve problems should be knowledgeable with contemporary teaching methods of foreign languages, special teaching techniques and techniques in order to optimally choose teaching methods in accordance with the level of knowledge, needs, interests future specialists. Successful completion of what has been started depends on the teacher's creative approach to the choice of teaching methods, on the rational and motivated use of teaching methods in classes

for learning foreign languages, on the creativity of the teacher, since all this leads to the teaching of science and art at the same time. During the dissertation search, methodological recommendations were developed, which characterized the constructive experience of teaching English in the study period (Waldrop, 2015).

3. Practical recommendations for improving the language competence of students of a physical profile in a postmodern society

The variability of forms and models of the study of foreign languages in physical culture institutions is subject to the conditions of mobility. At the current stage in the development of education and science, to confirm the fact of mastering foreign languages, it is no longer enough to have the ability to translate from foreign lands adapted, inauthentic texts. A significant contribution to the development of speech was made by Querellou (2010), who proposes to solve this problem the traditional, theoretical, applied, psychological and social approaches. The research results made it possible to improve the system of formation of professional speech culture among future specialists in physical education with the help of certain tips: using one's own opinion and the thoughts of the interlocutor; peculiarities of communication with a mass audience; free combination of content and form; features of the behavior of an individual or group in the presence of another individual or group; strategy and tactics of human behavior in the exchange of information; modeling of human thinking and communication; processes accompanying verbal communication, that is, about non-verbal communication; the behavior of an individual, a group of people or a people as a whole in accordance with the mentality; relations of social structures.

The communicative approach is implemented due to a number of patterns of verbal communication:

- speech communication has an active character;
- the communication process has its own subjectivity, limited to such factors like activities, topics, events, problems, etc.;
- the communication situation is modeled in accordance with typical options for relationships in the team;
- the use of speech means due to the characteristics of the communication process in a given situation.

The analysis of Demchenko (2020) research suggests that the communicative approach determines the patterns in the development of professional speech:

- verbal communication is of an activity nature;

- the communication process has its own objectivity, limited by the framework of the lesson, topic, event, problem, etc.;
- the communication situation is modeled in accordance with the typical variants of relations in the team;
- the use of speech means is due to the peculiarities of the communication process in a particular situation.

It has been established that the system for the formation of professional speech, according to the research of the authors, consists of the following didactic requirements:

1. Person-centered approach takes into account the needs, field of activity and interests of students.
2. Speech orientation of training, through the practical use of a foreign language;
3. The functional approach leads to the selection of the appropriate professionally oriented material;
4. Modeling in the learning process of a certain system of interrelationships of the interlocutors;
5. Novelty is caused by the constant change of the topic of conversation, circumstances, tasks and methods.

An innovative approach to the study of foreign languages by cadets is to use in Postmodern Society:

1) interactive educational technologies without the use of technical means that cover the polylogue (the ability of each cadet to have and express his own opinion) dialogue (the cadets' perception of themselves as equal partners); technology for the development of critical thinking (focused on the development of a versatile personality, able to think critically) technology of projects (modeling social interaction) in a foreign language course design technology forms the skills of research in cadets of higher educational institutions of physical culture profile: searching for information (working with reference books, dictionaries, Internet resources), processing of received data, etc.) gaming technology;

2) interactive educational technologies using technical means covering modular learning technology; testing technology;

3) information and communication technologies (ICT), which in international practice are called e-Learning; software along with the use of the Internet, the use of special computer programs become an integral unit of the learning process;

Today, information technology reigns in the world, so the emergence of the latest technology is becoming a completely natural tendency. Among innovative technologies, work with an interactive whiteboard should be

mentioned. An interactive whiteboard, or Smart Board, is a touch screen connected to a computer to which the projector transmits an image from a computer. Interesting powerful resources that this device provides (Lam, 2001). Using special software, the teacher and cadets have the opportunity to work with texts or video and audio objects, as well as with materials from the network. Very useful and interesting, according to teachers, is that the equipment allows you to take notes by hand simply on top of open documents, and then also save this information. The relevance of using an interactive whiteboard in foreign language classes at higher educational institutions of physical culture profile, argued for by increasing the effectiveness of training, is evidenced by the data of SMART Technologies. According to the report of the European Association "European Schoolnet" on the impact of information and communication technologies on success, working with an interactive whiteboard in the lesson helps to improve the results of cadets in several disciplines, among which the first place is taken by a foreign language in Postmodern Society.

Promising areas of using the productive ideas of historical and pedagogical experience to improve foreign language training of future specialists in the maritime industry include problem-oriented study of a foreign language with professional immersion; involvement of native speakers in teaching; differentiation of training of applicants for education, considering the basic level of knowledge; digitalization of learning a foreign language; providing a cross-cutting and intersubject approach to teaching foreign languages; introducing a dual form of teaching a foreign language in a professional direction; creation of a repository of professional literature of physical culture in a foreign language; preparation of teachers of higher educational institutions for textbooks; teaching special disciplines in a foreign language; orientation to European documents in the conditions of integration governing the study of foreign languages in institutions of higher education of physical culture profile; the variability of forms and models of learning foreign languages in institutions of physical culture profile in conditions of mobility; introduction of authentic teaching aids into the educational process as the most convincing representatives of foreign reality in Postmodern Society.

Conclusions

Thus, in the process of teaching foreign languages to students of physical culture and sports in a postmodern society today, methods based on historical and pedagogical experience can be used.. As a result of the theoretical research, promising directions of using innovative ideas of

historical and pedagogical experience for improving the foreign language training of future specialists in physical culture and sports were identified. Problem-oriented learning of a foreign language with full or partial professional immersion is one of such innovative methods.

In addition, the following approaches are used: involvement of native speakers in teaching students; differentiation of training programs for applicants for education, taking into account the basic level of knowledge; digitalization of learning a foreign language; providing a cross-cutting and intersubject approach to teaching foreign languages; the introduction of a dual form of teaching a foreign language in a professional direction; creation of a repository of advanced professional literature for students of physical culture and sports in foreign languages; preparation of teachers of higher educational institutions for textbooks; teaching special disciplines in a foreign language; orientation to European documents in the conditions of integration governing the study of foreign languages in institutions of higher education of physical culture; the variability of forms and models of learning foreign languages in institutions of physical culture in conditions of mobility; introduction of innovative teaching aids into the educational process, have positively proven themselves in other foreign countries

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